

2002 TECHNICAL ASSISTANCE WORKSHOP

SELECTION CRITERIA 1 – 6 HANDOUT

You will find that the Criteria for the NRC and FLAS application has been reordered in an attempt to assist you by providing a more natural flow to the writing of your narrative. The focus of this handout will be Criterion 1 through 6, and each of their respective sub-question. Each criterion is addressed in the order that it will appear on the Technical Review Form. As always, please feel free to contact the Program Officer for your application's world area should you have any questions that are not answered through this handout.

CRITERIA 1: COMMITMENT TO THE SUBJECT AREA

"Commitment to the Subject Area" was criterion 7 in previous competitions, and now is criteria 1. The Program Officers through suggestions from Grantees moved this criteria point to the beginning to allow applicants to provide an introduction for your institution and your center.

In prior competitions, it was a difficult compromise for narrative writers to decide whether to provide an introduction or begin addressing criteria immediately. Use this criterion to address the financial components required of these criteria and to write a narrative that gives an overview of your institution. The point structure for Criterion 1 is presented below:

	Comp	UG	FLAS
1. Commitment to the Subject Area on Which the Applicant Focuses	10	10	10
A. To what extent does the institution provide financial and other support to: <ul style="list-style-type: none"> - the operation of the applicant's center or program, - teaching staff for the applicant's subject area, - library resources for the applicant's subject area, - linkages with institutions abroad, - (for NRC applicants) center outreach activities, and - (for NRC applicants) students in fields related to the center's teaching program? 	10	10	5
B. For FLAS applicants, to what extent does the institution provide financial support to graduate students in fields related to the applicant's teaching program?	0	0	5

Things to Remember:

- ... gather information for this section early in the proposal writing process.
- ... leverage support from your institution prior the NRC and FLAS application deadline.
- ... include information about current levels of support and promises of future support.
- ... explain how you derived total sum dollar figures.
- ... describe institutional support for non-library resources, which benefit faculty and students, such as for center-related materials for the language lab.
- ... show departmental commitments to funding faculty lines seeded with NRC money.
- ... mention if the institution has hired or plans to hire additional support staff that will focus fully or partially on the center's subject area, including library and language technology staff.
- ... mention cost-sharing arrangements with other administrative units within the institution.
- ... mention institutional efforts to establish formal overseas affiliations that enable faculty and students to engage in research and study abroad.
- ... include information about institutional matching money or tuition/fee waivers provided for FLAS fellows.
- ... include information about institutional scholarships specifically dedicated to supporting students focusing on the center's subject area – state whether they are for undergraduate or for graduate students.
- ... provide cross-references to other relevant criterion.

Things to Avoid:

- ... no part of the Director's salary should be on NRC grant money.
- ... use of grant funding for more than 50% of any individual's salary, however, a case can be made for faculty in the least commonly taught languages.

CRITERIA 2. QUALITY OF CURRICULUM DESIGN

For this criterion, you are asked to address questions regarding the strength of your existing center-related major, minor and certificate programs. This section provides applicants with the opportunity to demonstrate the array of disciplinary and multi-disciplinary area-related program options available to your institution's students. The point structure for Criterion 2 is presented below:

		Comp	UG	FLAS
		15	15	20
2. Quality of Curriculum Design				
A. For NRC applicants, to what extent has undergraduate instruction in the applicant's area or topic of specialization been incorporated into baccalaureate degree programs (for example, major, minor, or certificate programs) in the applicant's subject area?				
	Are the programs and their requirements (including language requirements) appropriate for a center in this subject area and will they result in an undergraduate training program of high quality?	5	10	0
B. For comprehensive NRC and FLAS applicants, to what extent does the applicant's curriculum provide training options for graduate students from a variety of disciplines and professional fields?				
	For comprehensive NRC and FLAS applicants, are the graduate student training options and requirements (including language requirements) appropriate for an applicant in this subject area and do they result in graduate training programs of high quality?	5	0	10
C. To what extent does the applicant provide academic and career advising for students?		5	5	5
	To what extent has the applicant established formal arrangements for students to conduct research or study abroad and to what extent do students use these arrangements?			
	To what extent does the institution facilitate student access to other institutions' study abroad and summer language programs?	0	0	5

In responding to 2.A., discuss your institution's undergraduate area/international studies majors, minors and certificate programs, their requirements, and the number of students graduating from each program in a recent year. Only discuss those programs that relate to the subject area for which you are applying for funding. Include information about the programs in related foreign languages and cultures. Also discuss any additional curricular options designed for undergraduates, such as overseas workshops held in conjunction with specific classes, or directed research colloquia focused on your subject area.

When writing section 2.B, discuss your institution's graduate area/international studies major, minor and certificate programs and their requirements. Also, include information regarding special options for graduate-level professional school students. Only discuss those that relate to the subject area for which you are applying for funding. Include discussion regarding the graduate degree programs in the related foreign languages and cultures. Also, you should be sure to discuss other curricular options designed for graduate students, such as overseas workshops, or directed research colloquia focused on your subject area. If your institution does not offer area/international studies degree programs for graduate students, briefly discuss whether and how graduate students from various departments are able to focus their work on your world area.

For question 2.C make sure you outline not only the advising provided by your career center and individual departments, but also address the advising services provided by your center. This means that you will want to discuss:

1. *Affiliated faculty members' advising of students with interest in the center's subject area*
2. *Dissertation/grant proposal writing workshops for students and faculty*
3. *The center's key administrators formal advising policies and procedures*
4. *Academic and career information services provided by the center, such as:*
 - a. *The collection and publishing of job listings*
 - b. *Study abroad information*
 - c. *Subject area-related career and study abroad fairs (e.g. "Careers in International Affairs" programs)*

You may also wish to describe briefly each formal institutional affiliation and study abroad program, indicating the number of students who have used them in a given year or over a period of years. Be sure to differentiate between academic year and

summer study abroad programs.

The last part of question 2.C asks you to describe your institution's policy regarding study abroad. Address whether your institution encourages students to use other institutions' study abroad programs. Consider including information regarding:

1. Consortial arrangements with other institutions,
2. Statistics regarding students' use of the applicant institution's programs vs. other institutions' programs,
3. Special steps which have been taken to ease credit transfers,
4. Curricular requirements for students using other institutions' programs, and
5. The application and advising process undergone by students wishing to study abroad.

Things to Remember:

- ... carefully review each selection criterion to determine which sub-questions require your response.
- ... include references to other sections of the narrative and the appendices when appropriate.
- ... limit your responses to the questions asked when preparing your first narrative, additional information can be added later if the page limit is not reached.
- ... address the specific academic/career advising provided by your center as well as by your institution.
- ... consider ways to improve your center's array of curricular options, study abroad opportunities and advising services while preparing the narrative.
- ... if you plan to use grant funds for the improvement of a project, briefly describe the plans and include a reference to the description of the project, which should appear under Criterion 8, Program Planning and Budget

CRITERIA 3: QUALITY OF THE APPLICANT’S NON-LANGUAGE INSTRUCTIONAL PROGRAM

Under this criterion, you will address questions regarding the strength of your existing non-language instructional program and courses. The information in this response should refer to courses taught through the center and/or through the non-language/disciplinary departments at your institution. Applicants are not specifically asked to include information regarding courses taught through their study abroad programs. However, if you consider your study abroad programs to be a central resource contributing to the strength of your instructional program, you may include this information. Study abroad courses and their enrollments should not be integrated into your course list but should be listed in a separate, clearly identified section.

For this purposes of this section, interdisciplinary means courses that involve more than one discipline in the courses methodological approach. In preparing this section, please be aware that a cross-listed course and an interdisciplinary course are not the same. Another thing to consider in describing the quality of your non-language program is the use of the term multidisciplinary, which is generally used to describe programs or collections of courses, which use the methodology of a specific discipline. With these ideas in mind, the point structure for Criterion 3 is presented below:

		Comp	UG	FLAS
		20	20	15
3. Quality of the Applicant's Non-Language Instructional Program				
A.	To what extent does the applicant offer courses in a variety of non-language disciplines and, for area studies programs, cover the countries of the area? For comprehensive NRC and FLAS applicants, to what extent are courses in the applicant's subject matter available in the institution's professional schools?	5	5	10
B.	To what extent does the applicant offer depth of specialized course coverage in one or more disciplines of the applicant's subject area?	5	5	5
C.	To what extent are interdisciplinary courses offered for: - (for Undergraduate NRC applicants) Undergraduate students? - (for Comprehensive NRC applicants) Undergraduate and graduate students? - (for FLAS applicants) graduate students?	5	5	5
D.	Are sufficient numbers of non-language faculty available to teach the courses described in the narrative and course list? To what extent are instructional assistants (if any) provided with pedagogy training?	5	5	5

In responding to question 3.A, consider using one or two tables. (International Studies applicants do not need to include a table representing country coverage). A table representing disciplinary coverage could integrate your response regarding numbers of non-language faculty. The first table should address the number of area courses and faculty by discipline, such as:

Discipline	Area-focused courses	Area-focused courses	Area-focused faculty	Area-focused faculty
???	Number of 100% Area Courses	Number of Less than 100% Area Courses	Number of 100% Area Faculty	Number of Less than 100% Area Faculty

In creating this table be sure that you only count non-language courses where 25% of course content is devoted to your center’s or program’s world area. Include courses taught in a foreign language but not by or through the language department or their faculty.

The second table relates to 3.C and will portray the additional departmental options represented by these interdisciplinary courses. These “disciplines” will not include data for area-focused faculty unless your center has faculty with multi-departmental, area/international studies or center appointments. The strength of the NRC program is the number of area courses providing coverage of each country in your area:

Discipline	Focused on Country A	Focused on Country A	Focused on Country B	Focused on Country B
???	Number of 100% Country Courses	Number of Less than 100% Country Courses	Number of 100% Country Courses	Number of Less than 100% Country Courses

Count both 100% area-focused and less than 100% area-focused courses. List each 100% area-focused course covering more than one country of the region as “less than 100% focused” for each country. List courses for which students may receive credit in several departments separately, as “area/international studies” or “interdisciplinary.”

For question 3.A.2, your offerings through graduate professional schools, it is a good idea to include a table listing the

area/international courses offered in each of your professional schools or programs. Be sure to indicate the extent to which students are able to and do enroll in courses offered through other administrative units of your university. If the course requirements of a professional program prevent students from registering for courses outside of the programs, then note only those professional programs where students regularly enroll in other units' courses.

The criterion does not ask applicants for specific information about specialized language courses offered within the professional schools. To represent a complete picture of the area/international-related offerings available to professional school students, you may wish to include this information in the table similar to those above by professional school or program.

For sub-criterion 3.B, you may wish to refer to the table for 3.A; this should already list the 100% area-focused courses by discipline. You may also want to illustrate the offerings of departments where there exists particularly strong center-related course coverage. Since this criterion relates to non-language course offerings, do not include information from your language departments.

When you get to sub-criterion 3.C, you can again refer back to the table for 3.A. However, you should not stop with the information in the table. This gives you the opportunity to illustrate more fully the course options available to students in individual departments by identifying the interdisciplinary courses related to your center's program. You may wish to consider using an additional table to portray more clearly these courses:

Course Title	Disciplines	Undergraduate	Graduate
Course Name	Discipline 1 Discipline 2	Enrollments	Enrollments

In sub-criterion 3.D.1 regarding the numbers of 100% and less than 100% area-focused faculty for each discipline, refer back to 3.A above for a suggestion regarding the incorporation of this information into a table representing disciplinary coverage. You may also demonstrate this information in such a way that will also assist your response to Criterion 4: Language Instructional Program and Criterion 5: Quality of Staff Resources as well as to question 3.B on depth of specialized course coverage.

Other considerations include adding a "table of contents" at the front of your Faculty Bio Appendix. The table should be arranged alphabetically or by discipline and include each faculty member's name, percentage of time devoted to teaching/research on your center's subject area, and the page number on which his/her Bio appears.

Finally, 3.D.2 looks into the extent are instructional assistants provided with pedagogy training. Your response to this question should indicate whether your institution uses teaching assistants and your center's as well as the individual departments' requirements and methods for their training.

Things to Remember:

- ...use strategies to make it easy for the peer reviewers to evaluate your proposal. Address criteria directly, and summarize information with references to appendices.
- ...create a list of the elements that you need to address before you write the narrative for this section.
- ...use tables to maximize your response to questions with a minimum use of narrative space.
- ...include a table of contents for your faculty bio appendix it will help peer reviewers find number of faculty

Things to Avoid:

- ... accidentally eliminating an entire response to an element when editing the narrative.
- ... repeating information for multiple parts of this criterion. While the narrative should follow the order of the questions, there is no need to repeat data that already appears, simply reference the earlier response.

CRITERIA 4: QUALITY OF THE APPLICANT'S LANGUAGE INSTRUCTIONAL PROGRAM

For this criteria build on the format used for addressing criteria 3 to respond to questions regarding the strength of your language program. Your responses should relate to the language courses that are taught through your center and/or through your institution's language department(s). As with Criteria 3, you are not specifically asked to include information regarding courses taught through your study abroad programs. If you do be sure to identify clearly which courses are offered through study abroad. The most important tip for completing Criteria 4 is to contact and get assistance from your language specialists when writing this section of the proposal. The point structure for Criterion 4 is presented below:

		Comp	UG	FLAS
4. Quality of the Applicant's Language Instructional Program		20	20	20
A.	To what extent does the applicant provide instruction in the languages of the applicant's subject area?	5	5	5
	To what extent do students enroll in the study of the languages of the subject area through programs or instruction offered by the applicant or other providers?			
B.	To what extent does the applicant provide three or more levels of language training?	5	5	5
	To what extent are courses in disciplines other than language, linguistics, and literature offered in appropriate foreign languages?			
C.	Are sufficient numbers of language faculty available to teach the languages and levels of instruction described in the narrative and course list?	5	5	5
	To what extent have language teaching staff (faculty and instructional assistants) been exposed to current language pedagogy training appropriate for performance-based teaching?			
D.	What is the quality of the language program as measured by:	5	5	5
	- the performance-based instruction being used or developed, - the adequacy of resources for language teaching and practice, and - language proficiency requirements?			

As in Criteria 3, the use of tables is strongly encouraged, because you can convey information for sub-criteria quickly and clearly. For Criteria 4.A.1, 4.B.1 and 4.C.1 a table including some or all of the following not only saves narrative space, but also gives the peer reviewers an easy overview of your language offerings:

1. *Languages*
2. *Number of levels of classroom instruction offered (Years 1-5) per language*
3. *Total number of sections offered at each level*
4. *Number of faculty per language*
5. *Credits per course (are they offered as "intensive" courses)*
6. *Total number of students enrolled in each level per year*
7. *Additional levels offered "on-demand" or as "independent study"*
8. *Specialized advanced courses taught through the language department*
9. *Intensive summer language program(s)*
10. *Total number of students enrolled in the summer language program during previous summer*

A table including these elements guides your response to other sub-criteria. One element that is easy to miss is in 4.A.2, where it asks about *"instruction offered by the applicant or other providers."* Contact your institutions study abroad office (and FLAS Coordinator if you have one) and ask about students attending outside programs either overseas or domestically. This will give a complete picture of all the programs your students are taking.

In sub-criterion 4.B.2 describe any foreign language across the curriculum (by discipline) listing all non-language courses, which are:

1. *Taught in a foreign language of the center's subject area, and*
2. *Taught by non-language faculty*

When responding to 4.C.1 the peer reviewers will want to know the total number of faculty available by language. However, if a faculty member teaches more than one language do not "double count" them as 100% for both languages. A helpful hint putting in a Faculty Bio Table of Contents with the language(s) taught and the percentage for each.

The importance of working with your institution's language specialists becomes more important when you get to 4.C.2.

Each world area has its own programs and problems with language pedagogy and second language acquisition training. Try to address the policies of the department(s) and the institution in this regard, and if available, obtain the number faculty trained in performing ACTFL OPI assessments. Another indicator is whether any language faculty member has been involved in recent research or materials development project(s) that would expose them to current language teaching methodologies.

To answer questions 4.D.1-3, again, it is very important that applicants obtain input from their language specialists when writing their responses to this criterion. Complete responses will include information about:

1. *Language proficiency requirements*
2. *Instructional methodology*
3. *Language competency goals*
4. *Resources available to faculty and students, including information regarding:*
 - a. *The language lab*
 - b. *Library and instructional materials*
 - c. *Availability of scola*
 - d. *Language maintenance opportunities, and*
 - e. *Any other on-campus resources*
5. *How and when students' proficiency levels are assessed*

Things to Remember:

- ... each application is evaluated by at least one language specialist, so it is important to involve language specialists in writing this section of your proposal.
- ... reference your course list and faculty bio appendix when appropriate.
- ... use tables to address multiple questions. You can refer to the table in your narrative as you address each sub-criterion.
- ... include information about your academic year and summer intensive language offerings.

Things to Avoid:

- ... see Criteria 3

CRITERIA 5: STRENGTH OF LIBRARY

One of the most common mistakes all applicants make is to devote minimal space and/or energy to preparing the library section. Many perceive the library section as merely the number of books and holdings and the total of money the library was given to purchase new acquisitions for your world area. This is a mistake and applicants can lose points needlessly. Remember fifteen points are slightly less than 10% of the NRC total, and slightly more than 10% of the FLAS total.

Before you begin to develop this criterion, contact your area/international librarian and/or bibliographer to assist you.

5. Strength of Library	Comp	UG	FLAS
	15	15	15
A. What is the relative strength of the institution's library holdings (both print and non-print, English and foreign language) in the applicant's subject area for the educational levels the applicant serves?	5	5	5
B. To what extent does the institution provide financial support for library acquisitions and for library staff in the applicant's subject area?	5	5	5
C. To what extent are research materials at other institutions available to students through cooperative arrangements with other libraries or on-line databases? For NRC applicants, to what extent are teachers, students, and faculty from other institutions able to access the library's holdings.	5	5	5

In answering 5.A, please make sure that you differentiate between the types of holdings in your response. When you cite numbers of items held, identify whether they are print or non-print and identify the language when possible. It is also helpful to identify holdings relating to specific countries of your center's subject area. If possible, a count of the various materials available for the individual languages of your world area could be very effective at showing the depth of your holdings. Most importantly, a good way to put all of this information in an easily interpreted format is to create a table on your holdings. The last essential point for section 5.A is to include substantive information regarding any special collections for your center's subject area.

Sub-criterion 5.B, while very straightforward, some applicants address it in less than one paragraph. Points can be lost by not recognizing the question's intent; this is in essence a question about institutional (and Center) commitment to your library. Responses that go beyond money X equals holdings A and staff B, and which show that the Center is involved in and working with the library in the development, selection and maintenance of the library are strongly encouraged.

For the last sub-question in criterion 5.C, address all relevant interlibrary loan and consortial arrangements. Explain this through the availability of materials at other institutions to your students and accessibility of your area-related holdings to students and faculty at other institutions. Make sure that you provide a comprehensive list of the area-related databases you have a subscription to or have purchased. Also, describe what center holdings are available to the public. If your center operates a curriculum materials lending library, discuss this fully under Criterion 7: Quality of Outreach Program, but include in your response a summary statement and reference to that information.

Things to Remember:

- ... include in the Faculty Bio Appendix the Bios for your librarian, bibliographer and any library staff in your center's subject area.
- ... include your area librarian and/or bibliographers on center planning committee. While this is not relevant to the writing of this section of the proposal, it will help to ensure that library collections keep pace with the direction of center program priorities over time.

CRITERIA 6: QUALITY OF STAFF RESOURCES

Under this selection criterion, you are asked to address questions regarding qualifications, training opportunities and time commitment of center administrators and affiliated faculty. You are also asked for information regarding center planning and oversight arrangements. In addition, you must respond to how the institution will seek to ensure equal access to employment within the center.

6. Quality of Staff Resources	Comp	UG	FLAS
	20	20	15
A. To what extent are the teaching faculty and other professional staff members qualified for the current and proposed center activities and training programs? To what extent are professional development opportunities, including overseas experience, for faculty and staff made available? How much time will the applicant's faculty and administrators commit to the teaching, supervision, and advising of students?	10	10	5
B. To what extent are faculty from a variety of departments, professional schools, and the library represented in the applicant's center or program oversight arrangements? For NRC applicants, how adequate are the staffing plans for the center's administration and outreach activities?	5	5	5
C. To what extent does the applicant, as part of its nondiscriminatory employment practices, encourage applications for employment from persons who are members of groups that have been traditionally underrepresented, such as members of racial or ethnic minority groups, women, persons with disabilities, and the elderly?	5	5	5

Sub-criterion 6.A asks for the qualifications of you, your staff and the Center's affiliated faculty, and 6.B requires you to also provide information regarding the center's organization. Given this format, you may consider beginning this section by providing an organizational plan that clarifies the center's administrative structure. One method is a table or narrative piece summarizing the position description and qualifications for the following personnel:

1. *Director*
2. *Associate/Assistant Director or Coordinator*
3. *Outreach Coordinator*
4. *FLAS Coordinator*
5. *Key Faculty (e.g. executive committee and others involved in centers instructional/outreach programs)*
6. *Administrative Support Staff*

You do not need to provide specific information regarding the qualifications of support staff, but knowing how many full and part-time support staff are available to support the center's programs is very helpful to peer reviewers.

Selection criterion 6.A requires readers to evaluate the faculty and staff qualifications in relation to current as well as proposed center activities. While the proposed activities will be discussed in detail under Criterion 8: Program Planning and Budget, you should briefly mention the proposed activities and how the faculty/staff member's experience qualifies him/her to undertake the proposed activity. Make sure you provide a reference the page where the more complete description is located so the Peer Reviewers may refer to Criterion 8 for more information. Do not forget that for each faculty/staff member named there should be a reference the appropriate page of the Faculty Bio Appendix.

In section 6.A.2, you will need to address the professional development activities for faculty and Center staff. These opportunities should include on-campus, off-campus/domestic and overseas professional development either provided by your institution or by the Center directly. When completing this section, please consider the following as professional development opportunities:

1. *Professional conferences*
2. *Formal training courses*
3. *Language training*
4. *Research opportunities*
5. *Course- or materials-development opportunities*

Question 6.A.3 seeks information on the gross amount of time (rounded off, typically appears as a percentage in increments of 25%, 50%, 75%, 100%) each faculty member and administrator will devote to Center activities. These activities include but are not limited to teaching, supervising and advising students in the center's subject area. The amount of time/percentage should be noted on each Bio in the Faculty Bio Appendix. As stated in the clarification for Criteria 3 and 4, you should consider including a "table of contents" on the first page of the Faculty Bio Appendix.

By the time you get to 6.B.1 and 6.B.2, you should have already answered a portion of this question in your response to 6.A.1. You can reinforce your response to 6.A by adequately answering these two questions. In asking you to include information regarding the operation of the center, it would be helpful for you to include an organizational plan/chart portraying the primary administrative positions/units with a narrative description of their functions. Including this information at the very beginning will allow you to link information about the key administrators' functions within the center to their qualifications. Be sure to include information about the administrative support staff, as well. This will allow the readers to assess the sufficiency of center staffing.

A common mistake is to overlook sub-criterion 6.C; this is understandable as some of the same items are addressed in the GEPA statement. However, no matter how comprehensive your GEPA statement may be it does not count for 6.C. You must address 6.C in the narrative. While you can summarize your institution's non-discrimination policy and it would be appropriate, this also does not fully answer this question. To provide a complete response, make sure you address the current composition of your center's administration, faculty, and oversight committees. Consider how you will recruit for new staff and faculty lines and design a plan to reach potential candidates from underrepresented groups. Readers are impressed by the applicants that provide more than boilerplate information in response to this question.

Things to Remember:

- ... begin gathering information early in the proposal-writing process; it takes time to collect the information from all the related faculty and staff. This is especially true if you are applying as a consortium.
- ... provide a brief organizational plan representing your center's oversight arrangements. List members of oversight committees and include references to their Faculty Bios.
- ... include Bios for all program administrators in your Faculty Bio Appendix.
- ... include a table of contents first page of your Faculty Bio appendix. This will help readers to review this criterion as well as those appearing under Criteria 3: Quality of Non-Language Instructional Program and Criteria 4: Quality of Language Instructional Program more quickly.

Things to Avoid:

- ... wasting narrative space talking about celebrated faculty with little involvement in your center's program. Peer Reviewers notice when applicants fail to describe how these faculty members contribute to the Center.
- ... discussing visiting faculty under this criterion, they are temporary and do not represent a Center resource.
- ... omitting information on center staff in your response to provision of professional development opportunities.
- ... using boilerplate when writing about your center's nondiscriminatory employment practices. Peer Reviewers appreciate applications that demonstrate that extra thought was given to this sub-question.